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ABSTRACT

A report of the results of the City University of New York's 1987 Prefreshman Summer Program is presented. The 6-week summer program offers instruction to prefreshmen in one or more of the basic skills of reading, writing, and mathematics. Small-group instruction, peer tutoring, and counseling are available. Statistics indicate the following: for the third consecutive year, program enrollments have dramatically increased (up nearly 200% in 1987); enrollment of English-as-a-Second-Language (ESL) students was up more than 300% in 1987; program completion rates showed over 90% of the 2,705 participants completed the program and subsequently enrolled as freshmen; over 62% of the ESL students progressed in reading and 64% in writing; and most students completed basic skills requirements prior to their freshman year, increasing the likelihood of continuing academic success. Eleven recommendations include: plan and execute recruitment activities as early as possible; develop comprehensive ESL instructional components; use instruction in computer skills and study strategies as much as possible; emphasize flexible scheduling; and structure faculty development programs in advance. Contains 5 references. (SM)

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1987 PREFRESHMAN SUMMER PROGRAM
An Evaluation Report

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Freshman Skills Assessment Program
Office of Academic Affairs
The City University of New York
January 1988

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TABLE OF CONTENTS

Summary.....	2
Introduction.....	3
Evaluation Design.....	3
Program Growth.....	4
The Students.....	6
Achievement.....	8
Reading.....	9
Writing.....	12
Mathematics.....	16
Summary of Achievement.....	18
Conclusions.....	18
Recommendations.....	19
Comments from the Coordinators.....	21
Highlights.....	23
References.....	25

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SUMMARY

The purpose of this report is to share the results of City University's 1987 Prefreshman Summer Program. The six-week summer program provides instruction to prefreshmen in one or more of the basic skills of reading, writing and mathematics. In an effort to provide effective instruction and to facilitate students' transition to college, the program features small-group instruction, peer tutoring, and counseling. Highlights of the 1987 Summer Program are presented below.

- For the third consecutive year, program enrollments have dramatically increased -- up nearly 200% in 1987.
- Enrollment of ESL students was up more than 300% in 1987.
- Program completion rates were impressive. More than 90% of the 2,705 participants completed the program and subsequently enrolled as freshmen.
- Student achievement was outstanding. At the senior colleges, 77% of the participants demonstrated marked progress in reading, 66% improved in writing, and 85% progressed in mathematics. At the community colleges, 74% progressed in reading, 69% in writing, and 82% in mathematics.
- The program proved effective for ESL students as well. Overall, 62% progressed in reading and 64% advanced in writing.
- Most students completed basic skills requirements prior to their freshman year, increasing the likelihood of continuing academic success.
- Many students acquired computer skills and study strategies that better enabled them to manage the demands of college.

academic progress, were largely drawn from a study of the questionnaire data. The self-study reports also yielded findings on the non-instructional benefits of the program.

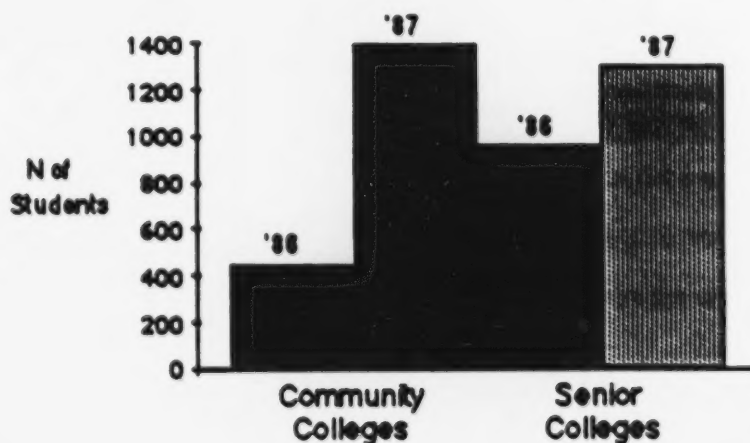
This evaluation focuses on data in three areas: enrollment trends, student characteristics, and academic achievement. The following report describes the program's background, the students who participated, the evaluative methods employed, and our findings. Where appropriate, the data on community and senior college programs are presented and discussed separately.

PROGRAM GROWTH

Ten senior colleges of the City University started pilot programs in the summer of 1985. More than 500 students participated. For the most part, programs ran for six weeks and included instruction in reading, writing, mathematics and English as a second language. The results were quite encouraging: 88% of students enrolled completed the program and approximately 68% progressed significantly in one or more basic skill.

The University continued its efforts at programmatic expansion by drawing in the community colleges in the summer of 1986. The expansion of the program in the second year to 16 two- and four-year CUNY colleges resulted in a 260% increase in enrollment, from 543 in 1985 to 1,414 in 1986. (See Everson, *et al.* [1987] for a more complete description.) Increases in funding for 1987, in turn, raised enrollment to 2,705, nearly doubling the 1986 enrollments. Community colleges enrolled 1,394 students in 1987, and senior colleges enrolled 1,311. Figure 1 shows the dramatic rise in enrollment from 1986 to 1987. The University continues to stimulate growth in the Prefreshman Summer Program. Preliminary projections for Summer 1988 suggest that enrollments University-wide will reach 3,500.

Figure 1. Prefreshman 86-87 Enrollment Trends.



INTRODUCTION

In the summer of 1985, City University introduced the Prefreshman Summer Basic Skills Program. Its goals included improving language and mathematical competence, fostering early completion of skills requirements, and facilitating the transition from high school to college during the summer before students' formal entry into the University. The program is now ready to enter its fourth year, and results thus far support the positive effects of intensive basic skills instruction when delivered over the summer, particularly for highly motivated, yet academically underprepared entering students.

The Prefreshman Summer Basic Skills Program provides intensive instruction in reading, writing, English as a second language, and mathematics along with a comprehensive orientation to college. Modeled after the highly successful SEEK Prefreshman Summer Program (see Bengis, 1985), the tuition-free summer session fosters small-group instruction and provides intensive tutoring, as well as early academic advisement. In addition, students receive stipends to defray the cost of books, lunch, and carfare. Evidence continues to mount, both nationally and within City University, for a strong, positive relationship between early completion of basic skills and persistence in college. Individual attention provided by instructors, counselors, and tutors is crucial to the academic success of students who need basic skills instruction.

The report presented in the following pages summarizes what the program is, who participated, and how effective it was in meeting its goals. Detailed longitudinal analyses of student performance and achievement are continuing, and a report detailing long-term program outcomes is planned for future publication.

EVALUATION DESIGN

This evaluation attempted to address the issues of student characteristics, basic skills needs, and rates of achievement. These questions guided the inquiry:

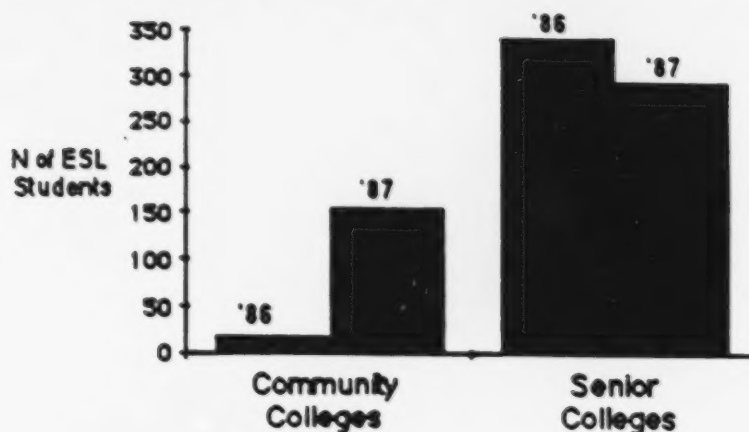
1. What are the demographic and academic characteristics of the students participating in the program?
2. What are the nature and extent of students' progress in basic skills proficiency?
3. How has the program facilitated students' adjustment to college?
4. What is the nature of post-program performance and retention rates for participants?

METHODOLOGY

A dual mode of data collection guided the research. First, information was gathered by means of pre- and post-program questionnaires, which included student demographic data, pre- and posttest scores, enrollments by basic skill, and placement data. The second mode of information-gathering required program managers to prepare brief self-studies of their programs. These reports highlighted the instructional techniques and programming methods used. Conclusions about demographic and academic characteristics, and about

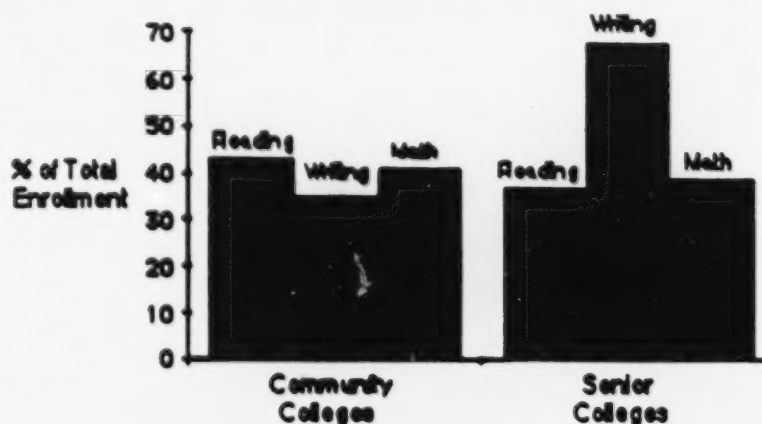
ESL enrollment also increased substantially from 1986 to 1987. The increase, however, was concentrated at the community college programs. The growth trends in ESL enrollments appear in Figure 2.

Figure 2. Prefreshman 86-87 ESL Enrollment Trends.



The 2,705 students enrolled in the program occupied a total of 3,562 instructional seats, a 175% increase over 1986 (2,033 seats). The proportions of students enrolled in each basic skill are shown in Figure 3.

Figure 3. 1987 Prefreshman Enrollment by Skill



As Figure 3 illustrates, enrollments differed not only by college type but also by instructional area. Thus, if basic skills needs were at all reflected in enrollment patterns, it appears that prefreshmen at the community colleges were relatively more represented in the basic skills of reading and mathematics than prefreshmen at the senior colleges. These enrollment patterns, however, may not reflect basic skills needs as much as they do the

courses made available to prefreshmen at the different colleges. One or two senior colleges, for example, chose to concentrate their resources in writing courses, and this may account for the differences found in the enrollment patterns. It is also noteworthy that most community college students took only one summer course, whereas many senior college students took more than one course. This is evident in the higher total of enrollment percentages at the senior colleges, indicating a larger number of instructional seats despite a slightly smaller total number of students than at the community colleges.

THE STUDENTS

The programs at the community and senior colleges served somewhat different populations. The community college prefreshmen were more likely to be female -- 71%, as opposed to 58% at the senior colleges; older -- the average age was 23 whereas for the senior college prefreshmen it was 20; and holders of GED certificates -- 16% at the community colleges versus 5% at the senior colleges. Moreover, the community college students were somewhat less prepared academically, as measured by their high school averages; 71% had averages below 80, as opposed to 45% at the senior colleges. They tended, too, to have lower family incomes: 59% of community college students reported incomes below \$16,000 per year, whereas only 47% of senior college prefreshmen reported family incomes in that range. Overall, 35% of the students (38% at the senior colleges and 33% at the community colleges) reported a first language other than English, with 24% (23% at the senior colleges and 25% at the community colleges) actually qualifying as ESL students. The demographic characteristics of the students, broken down by senior and community college, appear in Table 1.

Table 1. Demographic Profile of 1987 Participants

	Community (N=1394)	Senior (N=1311)
Sex		
Female	71%	58%
Male	29%	42%
Ethnicity		
Black	51%	33%
White	11%	26%
Hispanic	28%	20%
Asian	7%	17%
Other	3%	4%
First Language		
English	67%	62%
Spanish	18%	12%
Chinese/Korean	4%	11%
French/Creole	7%	5%
Other	4%	10%
ESL Students	25%	23%
Age		
Mean	23	20
Range	16-61	16-65
Family Income		
Less than \$8,000	31%	23%
\$8,000-15,999	28%	24%
\$16,000-23,999	24%	22%
\$24,000 or more	17%	31%
H.S. Average		
70 or below	16%	6%
71-80	55%	39%
81-90	27%	49%
91-100	2%	7%
Type of Diploma		
High School Diploma	84%	95%
GED Certificate	16%	5%

ACHIEVEMENT

The University assesses the basic skills competencies of all incoming students by administering a battery of tests in reading, writing, and mathematics. These tests, known as the Freshman Skills Assessment Tests (FSATs), help determine basic skills placement. Students taking part in the Prefreshman Program enrolled in one or more basic skills courses based on their test performance.

For the purposes of this study, the following definitions were used to identify student progress in achieving proficiency in basic skills:

- students who failed the pretest in a particular skill and then passed the posttest after they finished the program were considered to have completed their basic skills requirements
- students who failed the pretest, did not pass the posttest, but placed into a higher level of basic skills instruction as a result of attending the summer program, were considered to have advanced in their basic skills requirements.

Most students fell into one of these two categories. There were some students, however, who passed the University standard in a given basic skill on entry into the program, but failed a higher individual college standard. Using the same achievement criteria, we considered these students to have progressed if they passed the college's standard or if they qualified for a higher level of basic skills instruction upon completion of the program.

It is important to note that certain groups of students would not be expected to pass the FSATs after completing a brief summer program -- ESL students or those placed in arithmetic courses, for example. Most ESL students, depending on their placement level, are required to take anywhere from two to six semesters of language instruction before they are considered ready to pass retests in reading and writing. Students placed in arithmetic will take two semesters of basic math before taking the FSAT retest. Obviously, students who require such intensive work in basic skills would need more time to complete minimum requirements than the summer program provides.

A positive indicator of general student achievement is the program completion rate. In 1987, the rates were impressive: 94% of community college students and 89% of senior college students completed the summer program. When assessing academic progress, however, one must keep in mind that the colleges differ both in their basic skills sequences and the criteria for placement within the sequence. Thus, the following issues underlie both the course of this evaluation report and the interpretation of achievement data:

- The University, as mentioned earlier, has established minimum standards of competency on the FSATs. Some colleges, however, have higher proficiency requirements and have admitted students who satisfied the University standard but who did not meet the college's higher standard of proficiency.
- Colleges differed in their criteria for selecting students for the program. Some colleges enrolled students with pre-FSAT scores quite close to the proficiency standards, whereas others targeted their instruction to students with lower scores and, hence, with greater academic needs.

- In most cases teacher judgment was the final determinant of end-of-program course placement, based on one or a combination of these factors: (a) a significant gain upon posttesting; (b) a higher than minimum passing score upon posttesting; (c) classwork; or (d) major field of study.
- Since the criteria for selection and advancement differ for each college, comparisons of student achievement among colleges would be imprudent and could lead to spurious conclusions. For these reasons comparative analyses of student achievement were not performed.

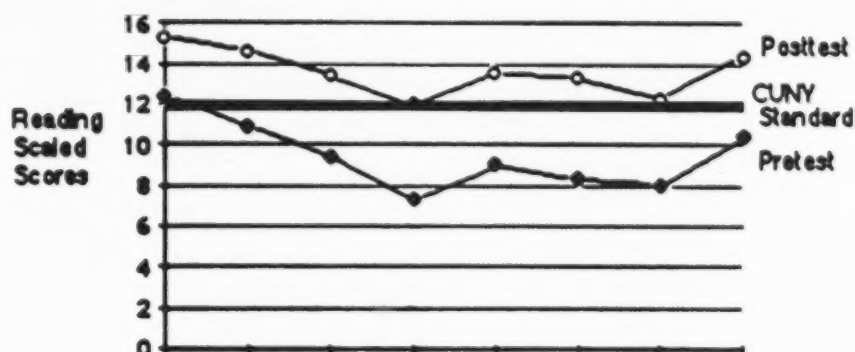
READING

A total of 953 students (314 ESL and 639 non-ESL students) completed instruction in reading. Preliminary analysis, however, confirms an important difference between ESL and non-ESL students, which was noted earlier in this report. Non-ESL students taking reading and writing, for example, tended more often to demonstrate progress by passing the posttests. ESL students, however, because of their lower initial placement levels, tended to progress by advancing to a higher level of basic skills instruction instead of by passing the posttests. For purposes of analysis, then, achievement is reported separately for ESL and non-ESL students.

Senior College Prefreshmen

At the senior colleges, 243 non-ESL students completed reading instruction. Pre- to posttest gains on the CUNY Reading Assessment Test appear in Figure 4.

Figure 4. Reading Gain Scores of Senior College Prefreshmen



Students' reading scores (non-ESL) increased at all senior colleges; moreover, the amount of gain was consistent across colleges. Of 177 senior college students who took the CUNY Reading Assessment Posttest, 121 (68%) surpassed the CUNY standard. (Some students did not take posttests, either because they had passed the CUNY standard but not their college's standard on the pretest, or because they were absent from the posttest.)

At the senior colleges, 170 ESL students completed the program. Of these, 129 students took the CUNY Reading Assessment Posttest and 40 (38%) surpassed the

CUNY standard. (Many colleges use an in-house ESL test rather than the CUNY tests for posttesting all but advanced ESL students.)

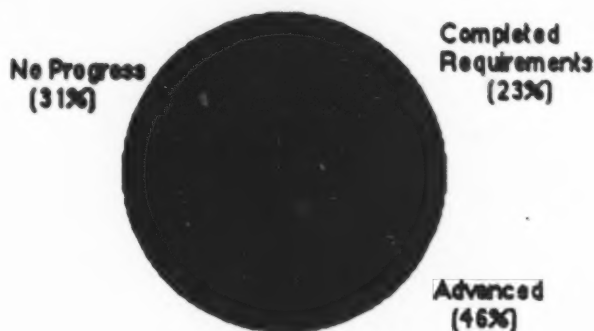
Figures 5 and 6 present reading progress at the senior colleges for non-ESL and ESL students, respectively. Sixty-two percent of non-ESL students completed their reading basic skills requirements in the summer program and 15% advanced to a higher level course.

Figure 5. Reading Progress for Non-ESL Students at Senior Colleges



For ESL students completion and advancement figures were 23% and 46%, respectively. These results surpass those reported for both previous years of the summer program.

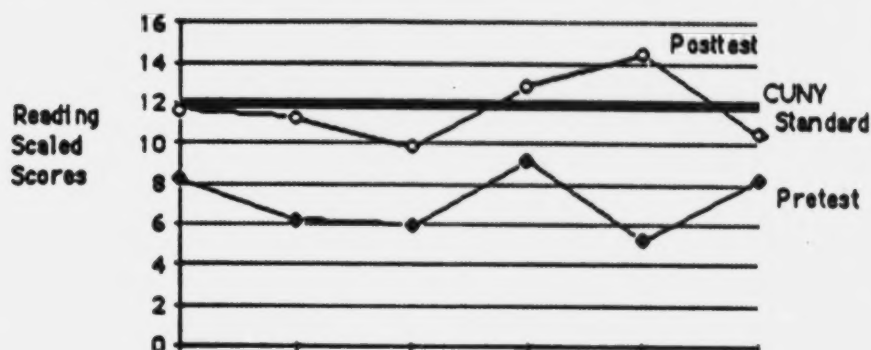
Figure 6. Reading Progress for ESL Students at Senior Colleges



Community College Prefreshmen

At the community colleges, 396 non-ESL students completed the program. Their pre- to posttest gains on the CUNY *Reading Assessment Test* appear in Figure 7. Students' reading scores increased at all sites, and the amount of gain was generally consistent across most colleges. Of 354 community college students who took the CUNY *Reading Assessment Posttest*, 184 (52%) passed. (As at the senior colleges, some students did not take the posttest because they had passed the CUNY standard but not their college's standard on the pretest or because of absence from the posttest.)

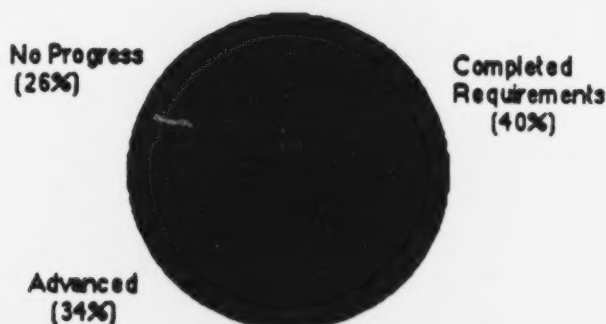
Figure 7. Reading Gain Scores of Community College Prefreshmen



At the community colleges, 144 ESL students completed the program. Of these, 114 students were posttested with the CUNY *Reading Assessment Test* and 30 (26%) passed. (As at the senior colleges, ESL posttests were generally in-house ESL tests unless students were at the advanced level.)

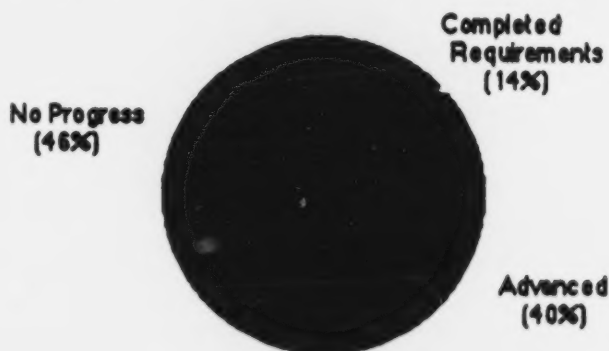
Figures 8 and 9 present reading progress at the community colleges for both non-ESL and ESL students. Among non-ESL students, 40% completed their basic reading requirements as a result of participation in the summer program and 34% advanced to a higher level course.

Figure 8. Reading Progress for Non-ESL Students at the Community Colleges



For ESL students, these figures were 14% and 40%, respectively. These results surpass those reported for both previous years of the summer program.

Figure 9. Reading Progress for ESL Students at the Community Colleges.



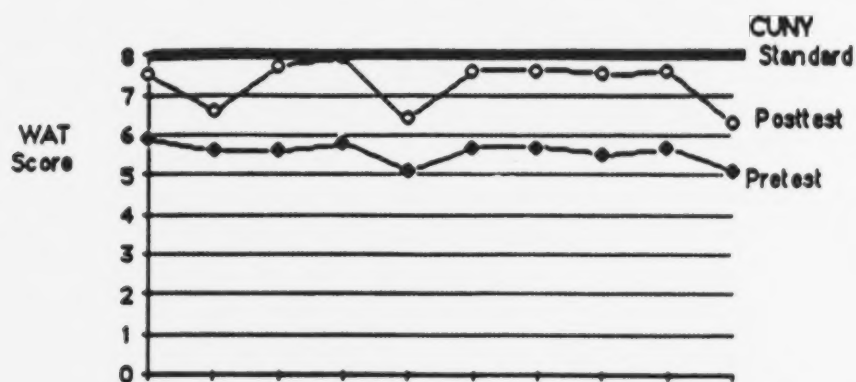
WRITING

A total of 1,253 students (367 ESL and 886 non-ESL) completed instruction in writing. Again, the data are presented separately for ESL and non-ESL students.

Senior College Prefreshmen

At the community colleges, 563 non-ESL students completed the program. Their pre- to posttest gains on the CUNY *Writing Assessment Test* are presented in Figure 10. As Figure 10 illustrates, students' writing scores increased at all senior colleges offering non-ESL writing instruction; moreover, the amount of gain was consistent across colleges. Of 550 senior college students who took the CUNY *Writing Assessment Posttest*, 330 (60%) passed. (The seeming contradiction between this relatively high pass rate and the posttest means plotted in Figure 10 results from a few extreme scores at the bottom of the scale which pull the average down.)

Figure 10. Writing Gain Scores of Non-ESL Students at Senior Colleges



At the senior colleges, 224 ESL students completed the program. Of these, 194 students took the CUNY *Writing Assessment Posttest* and 46 (24%) passed. (Many colleges use an in-house ESL test rather than the CUNY tests for posttesting all but advanced ESL students.)

Figures 11 and 12 present writing progress at the senior colleges for non-ESL and ESL students, respectively. Of non-ESL students, 58% completed their basic skills writing requirements as a result of participation in the summer program and 8% advanced to higher level courses.

Figure 11. Writing Progress for Non-ESL Students at Senior Colleges.



For ESL students, these figures were 20% and 42%, respectively. These results surpass those reported for both previous years of the summer program.

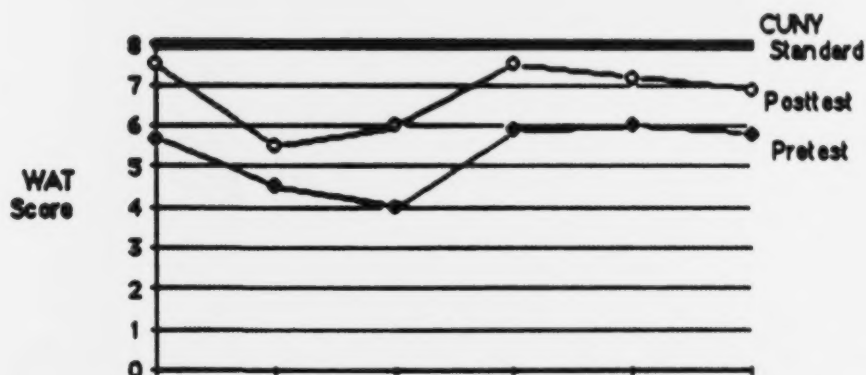
Figure 12. Writing Progress for ESL Students at Senior Colleges.



Community College Prefreshmen

At the community colleges 323 non-ESL students completed the program. Their pre- to posttest gains on the CUNY *Writing Assessment Test* appear in Figure 13. Students' writing scores increased at all sites, and the amount of gain was consistent across colleges. Of the 309 community college students tested, 173 (56%) passed the CUNY *Writing Assessment Posttest*. (The seeming contradiction between this relatively high pass rate and the posttest means plotted in Figure 10 results from a few extreme scores at the bottom of the scale which pull the average down.)

Figure 13. Writing Gain Scores of Non-ESL Students at Community Colleges



At the community colleges, 143 ESL students completed the program. Of these, 76 students took the CUNY *Writing Assessment Posttest* and 27 (36%) passed. (As at the senior colleges, most community colleges administered an in-house ESL posttest unless students were at the advanced level.)

Figures 14 and 15 present writing progress at the community colleges for non-ESL and ESL students, respectively. Fifty-three percent of non-ESL students completed their basic writing requirements as a result of participation in the summer program and 16% advanced to a higher level basic skills course. For ESL students, these figures were 18% and 49%, respectively. These results surpass those reported for both previous years of the summer program. (One community college offered native language [Spanish] writing instruction to 19 beginning ESL students. Fourteen of these students, or 74%, advanced to the next higher basic skills course.)

Figure 14. Writing Progress for Non-ESL Students at the Community Colleges



Figure 15. Writing Progress for ESL Students at the Community Colleges



MATHEMATICS

Senior College Prefreshmen

At the senior colleges, 438 students completed the program. Their pre- to posttest gains on the CUNY Mathematics Assessment Test appear in Figure 16. Students' mathematics scores increased consistently at all senior colleges, although by varying amounts. Of 335 senior college students who took the CUNY Mathematics Assessment Test, 264 (79%) passed.

Figure 16. Mathematics Gain Scores at Senior Colleges

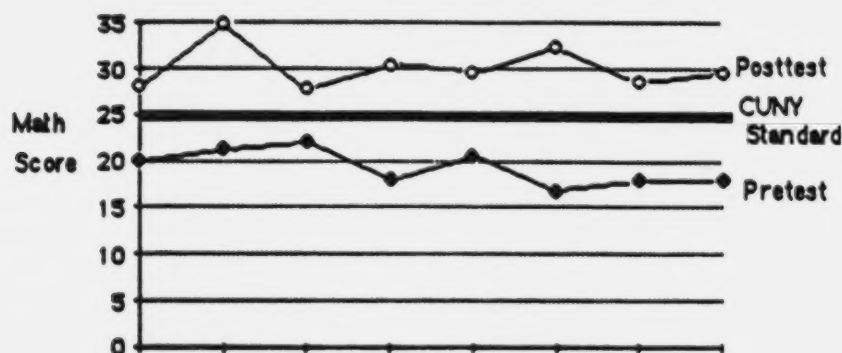
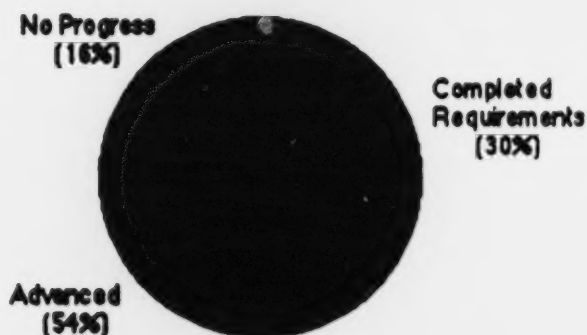


Figure 17 presents mathematics progress at the senior colleges where 30% of students completed their basic mathematics skills requirements in the summer program and 54% advanced to a higher level course. (Many students who passed the *Mathematics Assessment Test* advanced to courses that are still considered developmental courses by their colleges.) These results represent an improvement over the 77% progress rate reported for last year's summer program.

Figure 17. Mathematics Progress at Senior Colleges



Community College Prefreshmen

At the community colleges 523 students completed the program. Their pre- to posttest gains on the CUNY *Mathematics Assessment Test* are presented in Figure 18. Students' mathematics scores increased at all sites, and the amount of gain was consistent across most colleges, with one college showing an unusually large gain. Of 489 community college students who took the CUNY *Mathematics Assessment Posttest*, 262 (54%) passed.

Figure 18. Mathematics Gain Scores of Community College Prefreshmen

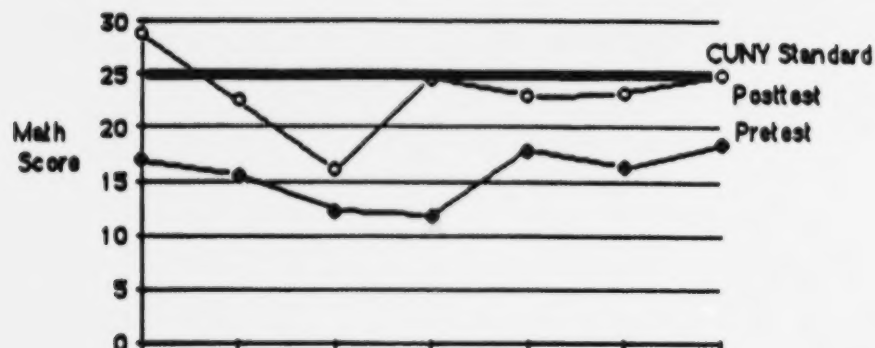


Figure 19 presents mathematics progress at the community colleges. Forty-four percent of students completed their basic mathematics skills requirements as a result of participation in the summer program and 38% advanced to a higher level course.

Figure 19. Mathematics Progress of Community College Students



SUMMARY OF ACHIEVEMENT

Students showed the greatest amount of success in mathematics skills, as measured by the percentage of students who progressed. Of those completing mathematics, 83% moved out of basic skills altogether or to a higher level course. This was followed by reading where 75% progressed and then writing where 67% progressed. The greatest disparity between community and senior college students' performance was in the area of mathematics. Many more senior college students passed the posttest. This situation reflects the differing skills levels of entering freshmen at the senior and community colleges. Community college students also did less well in reading than senior college prefreshmen. Again, these performance differences are not altogether surprising. Data presented earlier (see Figure 3) indicated that, in general, prefreshmen at the community colleges have more pronounced needs for basic skills instruction than the somewhat more proficient prefreshmen attending the senior college programs.

Information drawn from self-study reports prepared by program coordinators indicates that a major benefit of the program is that it helps students adjust to college. Coordinators wrote that the program oriented students to academic life and provided invaluable advice on where to go for help with various problems and in meeting the demands of college work. As we have already shown, many students completed basic skills requirements prior to their freshman year and, consequently, entered the college mainstream sooner than they otherwise might. Many students were more comfortable when starting their freshman year, and coordinators perceive the students' sense of ease and familiarity as a stimulus for persistence in college.

Program coordinators highlighted other benefits as well. Small classes and opportunities for individual attention not only made instruction easier and more efficient for faculty, but also made students more relaxed about participating in class. This was particularly true for ESL students and for students entering with especially weak skills. Moreover, peer tutors in the program were often seen as friends and role models, particularly when they were former basic skills students. And many students acquired word-processing or other computer skills that may be useful as they further their academic careers. Upon completing the program, according to reports, many students expressed a sense of accomplishment and confidence in their ability to manage college work.

CONCLUSIONS

The evidence gathered and analyzed during the course of this evaluation provides further confirmation of findings from earlier reports (Bengis, 1985; Heyns, 1978; Lauridsen and Meyers, 1982; Ricketts, 1986) that prefreshman basic skills instruction delivered over the summer is effective. Information from all sources--that is, prior research, longitudinal analyses, students, and faculty suggests that the summer instructional format for basic skills has substantial positive effects on academic achievement and student success.

Clearly, the Prefreshman Summer Program was successful in improving achievement in all three basic skills areas for both regular and ESL students. Moreover, a substantial number of prefreshmen satisfied their basic skills requirements prior to beginning their freshman year. As Ricketts (1986) notes, one can observe beneficial effects not only in academic achievement but in other facets of college life as well. The students' increasing confidence in their abilities, along with their greater familiarity with the college

and their development of a network of advisors and mentors, was also cited as a positive outcome. As a result of the program, students are expected to enter the mainstream of college work sooner than they otherwise might, thereby increasing the likelihood of long-term academic success.

Lastly, there remains a wealth of information still to be explored in the data. We expect that subsequent analyses will shed light on ways to improve summer learning and to help students develop strategies for success. Insights from our current analyses are detailed in the series of recommendations presented below.

RECOMMENDATIONS

1. Recruitment activities should be carefully planned and executed as early as possible. Given the restraints imposed by passage of the state budget late in the academic year, many campuses did not recruit actively until allotments were clear. Nevertheless, although programs do depend on approved funding, campuses will be asked to plan as if funding were assured and to proceed actively, if cautiously, in moving the program along. Recruitment should build vigorously upon initial contacts by means of follow-up letters and telephone calls, which would help to increase enrollment.
2. Analyses of student achievement suggest the need for developing comprehensive ESL instructional components. ESL students, in general, enter college with poorer English language skills than native speakers and require more time and individual attention to improve their basic skills. Instruction designed specifically to address the needs of ESL students in a summer format may help them enter the mainstream of college work more quickly.
3. Mathematics instruction was particularly successful in the summer program. The hierarchical nature of mathematics instruction makes it amenable to modular pedagogical methods. Further research is needed to explore ways of using modular approaches in reading and writing instruction.
4. Summer skills programs represent an opportunity for exploring new and innovative instructional methods and strategies. Program designers should explore ways to capitalize on this opportunity for instructional innovation.
5. Instruction in computer skills and study strategies should augment basic skills instruction where possible. These skills are effective in helping students manage the intellectual and cognitive demands of college work. Many students expressed an interest in acquiring these skills.
6. Student demographics suggest the need for increased attention to the support services available over the summer. The large numbers of students who are single parents or in need of employment points to the value of support services, like child care and employment referrals, and the need to make them more widely available to prefreshmen.
7. The need for flexible scheduling was underscored by the large number of students who must work while attending summer school. Basic skills instruction scheduled for evenings and weekends may attract more students to the Prefreshman Program.

8. Faculty development programs should be structured in advance. At the very least, these programs should include a series of workshops for instructors in the program. In the workshops teachers could learn more about alternate instructional formats and new directions in basic skills instruction, such as collaborative learning; critical thinking; problem solving; reading, writing, and speaking across the curriculum; and others. In addition, instructors could synchronize activities and initiate closer working relations.
9. We should encourage expanded, comprehensive, and structured counseling and orientation programs for students; and we should share successful counseling models across the campuses.
10. Colleges should expand efforts to provide well structured training programs for tutors.
11. Expanded cultural opportunities in the city should be available to students in the program: theater, museum, and gallery visits were often first-time opportunities for those in the program. Certainly we want to introduce students to the broad cultural advantages of the city as part of a rich learning experience.

In conclusion, although it is difficult to draw causal inferences from the available data, we are confident that this program builds on the motivations and aspirations of students entering the University. The results of our analysis indicate quite clearly that the Prefreshman Summer Basic Skills Program, at the very minimum, nurtures those motives and aspirations.

Comments from the Coordinators of the 1987 Prefreshman Summer Programs:

"The 1987 Pre-Freshman Summer Basic Skills Program proved to be a great success. There was a mutual spirit of cooperation between students, faculty, counselors, tutors, and anyone else associated with the program. At the final luncheon, students felt that they were in a much better position to begin classes in the Fall. They expressed confidence in knowing about the College, academic procedures and requirements, and where to go for any kind of assistance."

"Lively discussions took place. Students watched documentaries, listened to lectures, looked at slides, and met the author of materials they had read in class. One example of a lively interchange among faculty and students took place concerning the International Monetary Fund. Perceptions of students and faculty from Third World countries differed greatly from the traditional American viewpoints held by other faculty and students."

"For many students the experiences in writing class were the most satisfying. They were able to see their writing problems and were given support in improving their work. Students expressed their positive feelings toward writing. One student said the summer program 'made it possible for me to think positively about myself.'"

"Some writers made surprising progress during the term. I think it is a result of intensity. . . One block (group) became very close--their writing changed, they put on a skit incorporating a member's work and they took photos to remember the whole thing by. An ideal group."

"During the intermission for the play, *Fences*, two students were conversing about the performance. The first student, who had read the play for my class, turned to the other who was from another class and had not read the play and said, 'Yes, the performance is good, but you must read the play.' I was delighted. In my view, the first student had experienced the value of reading and was in a sense sharing that experience with a peer."

"The overarching instructional strategy is to encourage reticent students, whose footing is understandably fragile, to know that each of them has something meaningful and unique to contribute to the class and to the program."

"The participation of tutors in the instructional process [by their presence in the classroom] increased their effectiveness during small group and individual tutoring sessions by allowing them to discuss strategies for completing assignments, to pick up on ideas discussed in class, to work on exercises, and to clarify comments and corrections on returned student essays. . . Through their interaction with tutors, the students' learning experience has been enhanced."

"The student, advisor and counselor develop a 'contract,' which establishes objectives and includes individual referrals to various support services at the College. The advisor and/or counselor will monitor the students' progress, meeting with each assigned student at least three times during the semester and reviewing mid-semester grades."

"[Participants will gain] self-confidence that will help them succeed throughout their college careers. They will start school in September having already learned the

ropes, made friends and known success...Thanks to the support of the Pre-Freshman Program they know they will succeed as long as they pay the price of daily, unglamorous work and study."

"Students began the session expecting to depend upon one another for answers to classroom exercises. They rarely raised their hands to answer questions and did so only when they knew they had the right answer. At first they showed little consideration for students who expressed their thoughts maturely in class discussions. By the end of the session, these behaviors were eliminated. Perhaps because their store of knowledge was greater, they were less hesitant about answering questions in class. Perhaps they learned that there is no stigma attached to being wrong. They eventually showed other students the courtesy of undivided attention, participated in the little classroom courtesies of raising hands and speaking so that all might hear, and learned how to criticize constructively."

"I know this is a *Pre-Freshman* program, but if one of our main goals is retention of freshmen, we should certainly allow those students who were freshmen the previous year who are still having trouble with the tests to enter the program. They are often begging for summer help. They could benefit greatly from this intensive work . . . and if they passed the tests at the end of the summer, we would definitely see them in the fall. Otherwise, we probably wouldn't."

Highlights of 1987 Prefreshman Summer Programs

All Programs

- Small classes
- Regular and ESL instruction
- Day and evening classes
- Tutoring
- Group and individual counseling to facilitate adjustment to college
- Incentives: free tuition, books; at some sites, stipends and meals

Borough of Manhattan Community College

- Highly successful recruitment
- Orientation course covering a variety of skills necessary for college work
- Both faculty and peer counseling
- Free child care services
- Computer literacy and library workshops
- Closing ceremony and certificates of completion

Bronx Community College

- Two three-week summer sessions
- Supplementary computer labs for English and mathematics
- Field trips around Manhattan, to museums, to the Statue of Liberty, and on picnics

Hostos Community College

- Writing instruction in both English and native language
- Free child care facilities
- Instruction and counseling designed to encourage students to be active in their own learning
- Orientation course in skills for college work

Kingsborough Community College

- English and math course content related to real life situations
- Courses on "Student Development" and "Career Exploration"
- Field trips

LaGuardia Community College

- Short, intensive courses, lasting one to three weeks
- Reading/Writing Intensive, ESL Intensive
- Computer-assisted instruction: English Express (writing with word processing), Math Express (computerized review of arithmetic and algebra)

Medgar Evers College

- Integrated reading and writing instruction
- Application of critical reading skills to *The New York Times*
- Library skills instruction

Queensborough Community College

- Special presentations of various curricula offered at the College
- Field trips
- Production of a booklet of students' essays

Baruch College

- Both low and advanced basic skills classes in mathematics

- Supplementary computer-assisted instruction
- Master Teaching classes in English

Brooklyn College

- Integrated reading and writing instruction based on a thematic module from the College's core curriculum
- Special workshop program for students who failed only one FSAP test
- Supplementary small-group workshops to address special needs identified during regular class sessions
- Library orientation
- Team counseling conducted by a high school and a college counselor
- "Welcome to College" orientation program to introduce students and faculty

City College

- Early notification of students at FSAP placement testing sessions
- Pre-program orientation session

Hunter College

- Integrated reading and study skills instruction
- Strict and effective attendance policy
- Mastery of clearly defined mathematics objectives as a necessary condition for taking the Mathematics Assessment Test

John Jay College

- Block registration for students taking two courses
- Field trips
- Free childcare
- Fall registration on the last day of the program

Lehman College

- Integrated reading and writing instruction, using materials specially compiled by faculty
- Faculty-student conferences
- Optional stress management workshop
- Certificates of participation on completion
- New Horizons Club for Summer Program participants

New York City Technical College

- Coordinated basic reading and writing instruction
- First-day orientation to introduce faculty and students
- Career development seminar
- Fall schedule planning at the end of the program
- "Contract" between student and advisor specifying goals and including referrals to on-campus support services
- Field trip to art exhibition
- Child care services

Queens College

- Strong emphasis on individualized instruction in basic skills laboratories, using a variety of materials including videotapes and computers

- Special counseling for test anxiety

College of Staten Island

- Integrated reading and writing instruction
- Career workshops
- Peer and faculty counselors
- Free day care

York College

- Special counseling and public-speaking assignments designed to help students feel more comfortable with class participation
- Role-playing exercises to help students understand and adjust to the transition from high school to college
- Emphasis on helping students learn to work independently

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